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AUTHOR	Trottier, Lillian
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ABSTRACT

GRADES OR AGES: Grades 6-12. SUBJECT MATTER: French language, literature, and civilization. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into seven sections, one for each grade. Each section is in list form. It is mimeographed and spiral bound with a paper cover. OBJECTIVES AND ACTIVITIES: Each section lists several general objectives and outlines the content of the course. Suggestions for activities are very general, with the exception of the section for grade 6 which breaks down the course into small units and lists specific activities for each unit. Suggestions for timing various parts of the courses are included. INSTRUCTIONAL MATERIALS: Each section lists materials, usually textbooks, to be used in the course. The more advanced sections include lists of specific editions of literary works to be studied. STUDENT ASSESSMENT: Suggestions for evaluation in each section emphasize the frequent use of short quizzes, both written and oral. (RT)

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CURRICULUM GUIDE

FOR

F R E N C H

Grades 6 - 12

Lillian Trottier, Department Chairman

August, 1969

Whitefish Bay Public Schools

Whitefish Bay, Wisconsin

SP007248

SIXTH GRADE FOREIGN LANGUAGE

French Conversation Segment of Sixth Grade Foreign Language Program

I. Greetings and Common Expressions

II. French Names with Roll Call Responses

III. Identification

IV. Health Expressions

V. Numbers

VI. Alphabet

VII. Introductions

VIII. Colors

IX. Age

X. Classroom Objects

XI. Calendar Time

XII. Weather

XIII. Family Relationships

XIV. Time of the Day

XV. Clothing

XVI. "IL" and "Elle" pronouns ("Demande a..." or "Demandez a...")

XVII. Foods and Meals

XVIII. Fundamentals of the Declarative Sentence Structure

XIX. Fundamentals of the Interrogative Sentence Structure

XX. Questions with "Est-ce que...?"

XXI. Fundamentals of the Imperative Sentence Structure

CO-ORDINATION OF OTHER MODERN LANGUAGES

I. Greetings and Common Expressions

II. Identification

III. Health

IV. Numbers (1 through 20)

V. Colors (the basic colors)

VI. Fundamental Vocabulary of Classroom (ie. objects in the room, etc.)

SUGGESTED SOCIAL STUDY APPROACH

I. History of France and the French People

II. Current Events

III. Geography

IV. Products

V. World Role in U.N's Security Council; Partner in West Germany

VI. Monetary System

VII. Daily Customs

VIII. Religion

IX. Holidays

I. GREETINGS AND COMMON EXPRESSIONS

1 Con: A. Bonjour, Salut
Au Revoir and handshake when meeting or taking leave.

B. Courtesies: Merci
(Il n'y a) pas de quoi, De rien
S'il vous plaît, s'il te plaît

Peo: A. Repetition as class

B. Half the class

C. Rows

D. Individuals with interaction between them and the teacher.

Prin: Fundamental culture

II. FRENCH NAMES WITH ROLL CALL RESPONSES

Con: A. Assign French names.

B. Responses of "present" (boys); "presente" (girls)

Pro: Roll call in French

Prin: Introduction to masculine and feminine forms

III. IDENTIFICATION

Con: A. "Je m'appelle..."

B. "Comment t'appelles-tu?"
"Comment vous appelez-vous?"

Pro: A. Identify self

B. Ask students their names individually

C. Students ask one another their names

D. Students ask teacher her name

Prin: "Tu" (familiar) and "Vous" (formal or polite) as the two forms of "You"

IV. HEALTH EXPRESSIONS

Con: A. Questions

1. "Comment vas—tu?"
2. "Comment allez-vous?"
3. "Ca va?"

B. Resonses

1. (Je vais) "Tres bien, merci."
2. (Je vais) "Mal, merci."
3. "Comme ci, comme ca."
4. (Oui) "Ca Va."
5. (Non) "Ca ne va pas."
6. "Merci." (Note: Affirmative response for all three questions — A 1., 2., 3.)

Pro: A. Established AIM "Echo" method as introduction to this unit.

B. Repetition pattern (as established in Pro. I, from now on referred to as Est. R. P.)

C. Ask students individually.

D. Students ask one another; students ask teacher.

E. Dialogue structure with greetings, handshake, and inquiries concerning health.

Prin: Idiomatic structures concerning health-- culture.

V. Numbers

Con: A. Numbers themselves

B. Mathematical operations

C. Number usage

Pro: A. Number units

1. 1-10
2. 11-15
3. 16-20 (Note: "Teen" equivalent is 17 - 19)
4. 20-30 (Introduction of "...et un" through 77 "soixante it onze")

5. 30 - 60
6. 67 - 79 (Note: equivalent to 1 - 20 system)
7. 80 - 100
   a. "80" is four twenties (quatre-vingt)
   b. Is also equivalent to 1 - 20 system
8. 100 (cent); 1,000 (mille); 1,000,000 (un million)

B. Number processes

1. Addition — "et" with "Combien font?"
2. Subtraction — "moins" with "Combien font?"
3. Multiplication — "fois" with "Combien font?"
4. Division — "divise par" with "Combien fait?"

C. Number usage

1. Explanation of European "1" and "2"
2. Decimal system EX: 1, 2, (French) equals 1.2
3. Place holders EX: 7.204.763 (French) equals 7,204,763.00
4. Telephone numbers EX: Woodruff 2.5936 (French) equals Woodruff 2-5936
5. Dates

D. Application

1. Spell-downs (using number series — 2's, 5's, etc.)
2. Buzz (i.e. "Hourra!")
3. Flash cards

Prin: Cultural differentiations

VI. ALPHABET

Con: Alphabet (Note: Point out phonetic combinations and contrasts.)

Pro: A. Established repetition drill

B. "Hangman" game format

C. "Après..." — After A comes...etc.

D. Alphabet song in French

Prin: Mastery of basic French phonics

VII. INTRODUCTIONS

Con: A. "Permets-moi de te présenter..."
"Permettez-moi de vous présenter..."

B. "Je te présente..."
"Je vous présente..."

C. Response: "Enchanté" (de faire ta connaissance)
"Enchanté" (de faire votre connaissance)

Pro: A. Established repetition drill

B. Individual dialogues — with greetings, health expressions, introductions

Prin: A. Emphasis on "Tu" (informal) and "Vous" (formal) forms

B. Introduce imperative

VIII. COLORS

Con: A. Introduce common (i.e. basic) colors in <u>masculine</u> form only at first.

B. Intoduce shades of the basic colors.

C. "Quelle couleur est-ce?"; "C'est...."

D. Feminine forms where they exist, both phonetic and orthographic

Pro: A. Flash cards

B. Pointing out objects

C. Combinations of colors. Ex: Rouge et bleu font... (pourpre) (Red and blue make...purple)

Prin: A. Introduction of idiomatic forms: "Est-ce...?" and "C'est..."

B. Expansion of masculine and feminine forms

IX. AGE

Con: A. "Quel âge as-tu?"
"Quel âge avez-vous?"

B. "J'ai ... ans."

Pro: A. Established repetition drill

B. Dialogues including greetings, state of health, introductions, and age

Prin: Idiomatic expression — to <u>have</u> years in determining age in French

X. CLASSROOM OBJECTS

Con: A. Classroom objects

B. "Qu'est-ce que c'est?" ; "C'est...(le or la)"

C. "Qu'est-ce que c'est?" ; "Ce sont...(les)"

Pro: A. Introduce this vocabulary unit with gestures (specifically pointing to, holding up, etc. objects in question)

B. At first, use words of only <u>one</u> gender to avoid confusion due to phonetic changes

C. Flash cards and team competition as valid reinforcement

Prin: A. Specific, fundamental vocabulary

B. Use of the definite article (le, la, les)

C. Distinction and agreement of singular and plural

XI. CALENDAR TIME

Con: A. Days.

1. "Quels sont les jours de la semaine?"
"Nommez les jours de la semaine."
2. lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche

B. Months

1. "Quels sont les mois de l'année?"
"Nommez les mois de l'année."
2. janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre

C. Seasons

1. "Quelles sont les saisons de l'année?"

"Nommez les saisons de l'annee."
2. l'ete, l'automne, l'hiver, le printemps
3. "Quels sont les mois de...?"

D. Date

1. "Quel jour est-ce aujourd'hui?"
   "Quelle est la date aujourd'hui?"
2. "C'est aujourd'hui...(day), le...(number)
   ...(Month). Note: Cardinal numbers
   are used in dates except for the first
   day of a month -- le premier.
3. "Quelle est la date hier?"
   "Quelle est la date demain?"

Pro: A. Established repetition drill

B. Team competition

C. Expansion with "Quelle est la date de ton anniversaire?" and other significant holidays.

Prin: A. Introduction to calendar time

B. Cultural significance of the week beginning with Monday and ending with Sunday in France

XII. WEATHER

Con: A. "Quel temps fait-il?"

B. Possible responses

1. "Il fait beau"-- "Il fait mauvais"
2. "Il fait froid" -- "IL fait frais" -- "Il fait chaud"
3. "Il pleut" -- "Il neige"
4. "Il fait du soleil" -- "Il fait du vent"

Pro: A. Established repetition drill

B. Visual aids: flash cards, etc.

C. Variations with seasons. Ex: "Quel temps fait-il au printemps?"

D. Opposites -- "les contraires"

Prin: Idiomatic expressions for fundamental vocabulary concerning weather

XIII. FAMILY RELATIONSHIPS

Con: A. Immediate family structure from child's position: le pere, la mere, le frere, la soeur

B. Immediate family structure from adult's position: le mari, la femme, le fils, la fille

C. Extended family structure: le grand-pere, la grand'mere, l'oncle, la tante, le cousin, la cousine

Pro: A. Flash cards and illustrations (preferably with extended family structure included)

B. "Qui est-ce?" : "C'est..."

C. "Combien de ... (brothers, etc) as-tu?"
"J'ai ... (number) freres, etc.

Prin: A. Basic vocabulary

B. Introduction of "Qui?"

C. Introduction of "Combien de...?" Note: This structure can now be effectively used with subject matter under X and XI.

XIV. TIME OF THE DAY

Con: A. "Quelle heure est-il?"

B. Responses

1. Il est <u>une</u> heure; Il est trois heure<u>s</u>, etc.
2. Il est vingt-trois heures, etc.
3. Il est midi; Il est minuit
4. Il est cinq heures <u>cinquante</u>, etc.
5. Il est dix heures <u>et demie</u>, etc.
6. Il est dix heures <u>et quart</u>, etc.
7. Il est dix heures <u>moins le quart</u>, etc.

Pro: A. Toy clock — use students as "le professeur"

B. Variation: addition and subtraction of time

Prin: A. 24-hour system and the concept of its universality

B. <u>Une</u> heure — necessary agreement with "heure"

C. Idiomatic phraseology: "et quart"
"moins le quart"

XV. Clothing

Con. A. "Je porte...and...un (une) or des..."
B. "Qu'est-ce que tu portes?"
"Qu'est-ce que vous portez?"
C. "De quelle couleur est...?" simple one word answer (ie. the color) in response to avoid inevitable confusion concerning more difficult grammar structures
D. "Qu'est-ce que c'est? - C'est le (la)..."or
"Ce sont les..."

Pro. A. Est'd D. R. (basic vocabulary)
B. Realia especially significant - flash cards, articles of clothing worn by the teacher and the students
C. "Simon dit (ie. Simon says) "Touche (or 'touchez) le..., etc.

Prin. A. Basic vocabulary
B. Review of definite article
C. Introduction of indefinite article - "le" to "un"; "la" to "une"; "les" to "des"
D. Review of colors - concentrating on those with no confusing phonetic changes

XVI. "Il" and "Elle" pronouns ("Demande a ..." or "Demandez a ...")

Con. A. "Il s'appelle Jean," etc. "Comment s'appelle-t-il?"
B. "Elle s'appelle Marie," etc. "Comment s'appelle-t-elle?"
C. Future expansion - Ex: "Que porte-t-elle?...Elle prote la robe."

Pro. A. Introduce established sentences with "il and "elle," then change to question forms
B. Est'd R. D., and further expansion

Prin. A. Introduction it "il" and "elle" (third person-masculine and feminine-singular pronoun)
B. Question by inversion with "il" and "elle"

XVII. Foods and Meals

Con. A. Essential objects for the standard table setting - "Voici..." and "Voila..."
B. "Ou est...?"
C. Mettre le couvert
1. "Je mets...sur la table."
2. "Qu'est-ce que tu mets sur la table?"
"Qu'est-ce que bous mettez sur la table?"
3. "Qu mets-tu...?" -
"Ou mettez-vous...?"
D. "Je prends le petit dejouner." -
"Qu'est-ce que tu prends pour le petit dejeuner?"...
Ex: "Je prends du lait."

E. Basic vocabulary for breakfast foods
F. Possible expansion with "les repas" - "le dejeuner; le goûter; le dîner (ou le souper)"

Pro. A. Est'd. R. D.
B. Flannel board and its foods unit
C. Team competition

Prin. A. Basic tablesetting and foods vocabulary
B. Interrogative word "Où...?"
C. Contrasting usage of "Voici" (Here is...) and Voilà" (There is...)
D. Agreement of subjects and predicates with more complicated sentence structures in conversation - Ex: "Je mets le couteau sur la table," etc.
E. Idiomatic use of "prendre" with meals
F. Review of (singular and plural) definite articles (including "l': les" - Ex: "l'eponge; les eponges")
G. Introduction of partitive construction - Note: to avoid confusion use ONLY the masculine (singlar and plural) forms

XVIII. Fundamentals of the declarative sentence structure (Specific resource material = French I, O'Brien)

Con. A. Basic "direct object substitution" sentences - "Je ferme la porte," etc.
B. Basic "subject-verb substitution " sentences -
1. "Tu fermes la porte."
"Vous fermez la porte."
2. "Il ferme la porte."
"Elle ferme la porte."
C. Expansion with greater substitution -
EX: "J'entre dans la classe."
"J'entre dans l'ecole," etc.

Pro. A. Repeat basic sentence with dramatization
B. Have individual students repeat basic sentence with dramatization
C. Have individual student repeat basic action (ie. same subject and verb) but substitute object with object of his choice (ie. Basic sentence: "Je ferme la porte." - Student: "Je ferme le livre.")
D. Teacher reads, in sequence, basic sentences, while students follow on their respective mimeographed copies - Student participation in reading
1. Choral reading - as entire class
2. Choral reading - by rows
3. Individual reading

Prin. A. Exposure to fundamental grammar structures through-
1. Initial dramatization
2. With follow-up exposure to printed word
B. Application of basic situational sentence (ie. "Je ferme...") to other familiar objects

C. Initial experience relating oral-aural background to the written expression

XIX. Fundamentals of the interrogative sentence structure (Specific resource material = French I, O'Brien)

Con. A. "Il (or elle) ferme la porte," etc.
B. "Que ferme-t-il?" OR
"Qu'est-ce qu'il ferme?"
C. "Il (or elle ferme la porte."
"Le monsieur (or la mademoiselle ferme la porte."
"Le garcon (or la jeune fille) ferme la porte."
"Jean, etc. (or Marie, etc.) ferme la porte."

D. "Il (or elle) entre dans la classe." -
E. "Qu'est-ce qu'il (or 'elle) fait?"
F. See "XIX; C." - concerning subject-interchange
G. Expansion with "Qui ferme la porte?"

Pro. A. Dramatization and description
1. Teacher dramatizes basic sentence, and then has a student dramatize same basic sentence, each telling what he or she is doing in French only -
2. Then, teacher describes the same student's action in French, using basic sentence structure with 3rd person singular, subject - verb (ie. - "Il ferme la porte.")
3. Follow-up = Est'd R. D. with whole class
B. Teacher takes same basic declarative sentence, just repeated, and restates it in the interrogative form, substituting the interrogative "Que?" for " la porte.")
C. Students respond to the given question form with the basic declarative sentence (ie. "Il ferme la porte.")
D. Students substitute other possible subject words (ie. "le garcon, le monsieur," etc.) to describe the same student
E. For a more universal question form -
1. "Que fait-il (or elle)?"
2. "Qu'est-ce qu'il (or 'elle) fait?" -
may be used in coordination with any basic declarative sentence
F. See "Pro." of "XVIII; D." for reading procedure

Prin. A. Basic sentence is developed from 1st person, singular to 3rd person, singular
B. Question words "que?" or "Qu'est-ce que...?" (and the necessary inverted question form with "que?") are reviewed
C. Substitution of the 3rd person, singular subject pronoun is done with other familiar nouns
D. Review of interrogative pronoun "que?"

XX. Questions with "Est-ce que...?"

Con. A. "Je ferme la porte...Est-ce que je ferme la porte, oui ou non?"

B. Expansion in this question form possible with other known pronoun subjects (ie. "Est-ce que tu fermes...?, Est-ce que vous fermez...?, Est-ce qu'il (or 'elle) ferme...?", etc.)
C. Greater expansion with known noun subjects (Ex: "Est-ce que le garcon ferme la porte?")

Pro.
A. Illustration and repetition of basic declarative sentence
B. Introduction of "Est-ce que...? plus the basic sentence to form the interrogative
C. Utilization of "Est-ce que...?" with each of the subject pronouns immediately following the appropriate declarative sentence form - Note: each question should be answered with a complete sentence exclusively in the affirmative (ie. "Oui,...) Negative response - limited to <u>one</u> word answer Non." to avoid grammational confusion with a sentence requiring the "ne...pas" construction
D. The same technique (See C. above) should be utilized with the familiar noun subjects (ie. "Est-ce que le garcon ferme la porte?")
E. See "Pro." of XVIII; D." for reading procedure

Prin.
A. "Est-ce que...?" may be placed before any declarative sentence to make it an interrogative sentence
B. Affirmative answer is formed with "Oui,..." followed by the basic sentence
C. Special attention should be drawn to orthographic and phonetic changes in the verb forms accompanying the respective subjects
D. In contrast to other "person" subjects, 3rd person, singular is comprised of "il" and "elle" in addition to noun subjects

XXI. Fundamentals of the imperative sentence

Con.
A. "Jean, (or the name of any individual student) ferme la porte."
B. "Jean et Paul, (or the names of more than one student) fermez les livres."
C. "Monsieur Smith, fermez la porte."

Pro.
A. Address individual student to utilize "Tu" imperative form
B. Address more than one student simultaneously to utilize "Vous" as the plural imperative form
C. Address (imaginary or present) adult to utilize "Vous" as formal, singular imperative form
D. Students order one another to do things within the class
E. See "Pro." of XVIII; D." for reading procedure
F. Possible writing experience - changing decarative sentences with 2nd person (singular; and, plural) subjects to the imperative - Note: orthographic change (Ex: "tu fermes" to "Ferme...") in 2nd person, singular in the imperative form by dropping the verb's final "s" on "--er" verbs

Prin. Formation of "Tu" and "Vous" imperative forms by dropping the subject pronoun

CO-ORDINATION OF OTHER MODERN LANGUAGES

I. GREETINGS AND COMMON EXPRESSIONS

Con: A. Forms of "hello" and "good-bye"

B. Courtesies - equivalents of:
Please
Thank you
Your welcome

II. IDENTIFICATION

Con: A. "My name is..."

B. "What's your name"

III. HEALTH

Con: A. "How are you?," and other pertinant questions

B. Appropriate responsed

IV. NUMBERS (1 through 20)

V. COLORS (the basic colors)

VI. FUNDAMENTAL VOCABULARY OF CLASSROOM (ie. objects in the room, etc.)

SUGGESTED SOCIAL STUDIES UNITS

I. History of France and the French people (Maps and time chart)

A. Charlemagne's role in uniting France and Germany, education, law, etc.

B. Immigration and settlement of France.

1. Capital from Lyon to Paris

2. Feudal system, chivalry 11 & 12 centuries (pictures) King, nobles, etc.

C. Capetian Dynasty (987 - 1316)

D. Explorations of the New World ---- trade

E. Renaissance period, Versailles, literature, art, luxury products. (Mention men such as Moliere, etc) (Debussy)

F. French Revolution (1789 — 1795)

G. Age of Industrialization

H. World War I

I. World War II and aftermath

II. Current Events:

A. Government — 5th Republic

1. De Gaulle, Premier, Ministers (7-year term, emergency powers, etc)

2. Government industrialization, workers, strikes

3. Role in Viet Nam

4. Trade and loans from U.S. (9trillion since WW II)

III. Geography (Maps) (National Geographic)

A Paris - - Ile de France

B. Departments and Provinces

C. Population

D. Rivers, oceans, mountain ranges

E. Surrounding countries

F. Colonies

G. Climate

IV. Products

A. Exports, imports (wheat, wine, etc.)

B. Trade agreements in Common Market

V. World Role in Security Council of U.N., partner in West Germany

VI. Monetary System

VII. Daily Customs (Elle, Match, etc.)

A. Diet

B. Sports

C. Family life

D. School

E. Vactions

F. Entertainment

VIII. Religion

IX. Holidays

APPENDIX A.
Classroom Vocabulary

la boîte
le bureau
le cahier
le calendrier
la carte
la chaise
la crabb
le crayon
le drapeau
l'encre (f)
l'éponge (f)
la fenetre
la fille
le garçon
la gomme
le livre
la montre
le mur
le papier
la pendule
la photo
le plafond
le plancher
la plume
la porte
le professeur
le pupitre
la règle
le stylo
la table
le tableau
le téléphone
le tiroir

APPENDIX B.

CLOTHING

1. les souliers (les chaussures)
2. les chaussettes: les bas
3. le pantalon (les bleus: les jeans)
4. la jupe
5. la chemise; la blouse
6. le pullover; le chandail
7. la robe
8. les gants
9. le chapeau
10. le manteau (l'imperméable; le surtout; le manteau de fourrure)
11. le parapluie

APPENDIX C.

TABLE SETTING

1. l'assiette
2. la serviette
3. le couteau
4. la fourchette
5. la cuiller
6. le verre
7. la tasse
8. le couvert -
   mettre le couvert — to set the table
   oter le convert — to clear the table

FOODS

Beverages

1. le jus de fruit
2. le jus d'orange
3. l'eau
4. le lait
5. le café
6. le thé

Foods

1. le pain (le pain grillé)
2. le beurre
3. les oeufs
4. les céréales
5. le fromage
6. le fruit

MEALS

(Dinner; snacks; supper; etc.)

1. la salade
2. la soupe; le potage
3. la viande (le biftek, etc.)
4. le poisson

5. les legumes - les carottes; les petits pois; les haricots verts
6. la glace
7. le gâteau au chocolat
8. le chocolat

APPENDIX D.

Single word structure drills
(book material)

A. Je ferme la porte (Direct object substitution)

la fenêtre

le livre

le cahier

le pupitre

le tiroir

la bouche

B. Je ferme la porte (subject substitution)

Tu fermes

Il ferme
Elle ferme

Vous fermez

C. Je ferme la porte (Verb substitution)

J' ouvre

Il ferme la porte

ouvre etc.

D. J'entre dans la classe. (Prepositional phrase substitution)

dans l'école.

dans la maison.

FRENCH - SEVENTH GRADE

I. Objectives:

A. To develop the student's ability to understand read and write French within the limits of his knowledge of vocabulary, grammar, structure and pronunciation. The student should be trained to do this without conscious reference to English and in culturally acceptable forms.

B. To begin a simple program of reading and writing relevant to the students' level of attainment and interest.

C. To learn something of the history and culture of France so as to understand its contributions to civilization in the past and its role in the world today.

D. To provide a direct experience with a different culture and another people's way of life.

II. Time

30 minutes 5 times a week —
Total 150 minutes weekly

III. Materials

A. Text: O'Brien, a La France, Braehfeld, French I (lessons 1-10)

B. Films, filmstrips, slides, flash cards, flannel board, transparencies and overheard projector.

Films used:

1. French Influence in North America
   (Influence of France on American Culture and language)
2. France—Food for the Paris Market
3. (French provinces and their contributions to French life through agriculture and industry)
3. French Canadian Children
   (A study in similarities and differences in living in France, Canada and the United States)
4. Paris (cultural center of France
5. New France (continuation of ideas in film No.)
6. Charlemagne—Unifier of Europe
   (Background for appreciation of the development of European languages and culture)
7. Partons en Vacances) two films in the target language
8. L'Entente Cordiale) for practice in comprehension and manipulation of the language.

Filmstrips used:
1. Life in France (general introduction)
2. Trois Fables de la Fontaine (for linguistic drill and literary appreciation)
3. Several filmstrips on geography, provinces, chateaux, rural and city life (enrichment and appreciation of differences in patterns of living)

C. Songs and Games

D. Puppets and other dramatizations

E. Magazine subscriptions in library for browsing— Paris Match

IV. Course of Study

A. Pronunciation and Intonation
1. basic rules of pronunciation (vowels and consonants)
2. unstable e
3. linking and elision
4. intonation--in questions, statements, in commands

B. Conversation
1. Greetings
2. Introductions
3. Classroom vocabulary
4. Numbers (1—100), dates, calendar, seasons
5. Clothing
6. Weather
7. The Home
8. Colors
9. Animals
10. Sports

C. Structures
1. Verbs
a) Present tense — first conjugation
b) imperative
c) tu & vous forms
d) interrogative and negative
e) patterns of Verbs (C'est—& Il est—or Elle est)
f) irregular verbs: avoir, etre, faire, dire, mettre, aller, sortir, partir, prendre, ecrire

2. Adjectives and articles
a) definite, indefinite and partitive articles
b) possessive adjectives
c) descriptive adjectives (position and agreement)
d) demonstrative adjectives
e) interrogative adjectives

3. Pronouns
   a) subject
   b) interrogative
   c) impersonal--on

D. French Culture

The language student should become aware of differences and similarities in the patterns of living in various countries and learn to accept them as an intrinsic part of a people or a nation.

This awareness can be developed through study of linguistic habits (tu and vous), idioms, grammatical structures as well as through frequent commentaries on the holidays, the sports, the school, the geography and the history of France.

V. Methods

A. Initial presentation of all material orally in French.

B. Choral and individual repetition

C. Additional practice with tapes related to the text -- class and individual.

D. Written work from the text after the material has been drilled orally.

E. Reading passages from text.

F. Cultural passages from text and from supplementary cultural reader and special projects.

G. Evaluation through daily class work, short quizzes, unit tests. Tests usually include aural comprehension such as sound discrimination, dictations, questions.

H. Stress on audio-aural skills throughout the program.

I. Provision for Individual Differences:
   1. Special help during independent study time.
   2. Additional practice with tape recorder and pattern drills.
   3. Supplementary reading and projects.
   4. Dramatizations

FRENCH - EIGHTH GRADE

I. Objectives:

A. To develop the student's ability to understand read and write French within the limits of his knowledge of vocabulary, grammar, structure and pronunciation. The student should be trained to do this without conscious reference to English.

B. To pursue a simple program of reading and writing relevant to the students' level of attainment and interest.

C. To learn something of the history and culture of France so as to understand its contributions to civilization in the past and its role in the world today.

D. To provide a direct experience with a different culture and another people's way of life.

E. To continue the program initiated in the seventh grade with further development of audio-aural skills and with increased emphasis on mastery of structure patterns of grammar and communication so as to enable the students to continue in a sequential program upon entering high school.

II. Time:

30 minutes 3 times a week
65 minutes 1 time a week Total: 155 minutes

III. Materials:

A. Basic Texts

1. French I— O'Brien, LaFrance, Brachfeld & churchill (with accompanying tapes and tests)

2. France and Its People—Robert Davey

3. Class subscriptions to "Ca Va" (with accompanying records)

4. Guignol et Ses Amis (with accompanying tests)

B. Other Materials

1. Films, filmstrips, slides, flash cards, flannel board, transparencies and overhead projector.

Films used:
a) French Influence in North America
(Influence of France on American Culture and language)
b) France—Food for the Paris Market

c) French provinces and their contributions to French life through agriculture
d) French Canadian Children
(A study in similarities and differences in living in France, Canada and the United States
e) Paris (cultural center of France)
f) New France (continuation of ideas in film No. 1)
g) Charlemagne--Unifier of Europe
(Background for appreciation of the development of European languages and culture)
h) Partons en Vacances) two films in the target
i) L'Entente Cordiale) language for practice in comprehension and manipulation of the languate.

Filmstrips used:

a) Life in France (general introduction)
b) Trois Fables do la Fontaine (for linguistic drill and literary appreciation)
c) several filmstrips on geography, provinces, chateaux, rural and city life
(enrichment and appreciation of differences in patterns of living)

C. Songs and Games

D. Puppets and other dramatizations

E. Magazine subscriptions in library for browsing--Paris Match

IV. Course of Study

A. Pronunciation and Intonation
1) unstable e
2) nasal sounds
3) consonants
4) linking

B. Conversation
1) Telling Time
2) Family
3) Age
4) Foods
5) Health
6) Salutations and Introductions
7) Clothing
8) Special idioms
(avoir expressions, venir de, faire idioms, etc.)

C. Structures
   1) Verbs--imperative, future, imperfect, passe compose
      b) special tense uses--future, imperfect, p.c.
      c) agreement of past participles
      d) present--second and third conjugations
      e) reflexive verbs
      f) negative and interrogative forms
      g) orthographic verbs
      h) irregular verbs: vouloir, voir, lire, boire, s'asseoir, venir, pouvoir, savoir, devoir, recevoir, envoyer, sortir, dormir, connaitre, parir.

   2) Pronouns
      a) relative--qui and que
      b) demonstrative
      c) object--direct and indirect, y and en
      d) possessive
      e) emphatic

   3) Adjectives
      a) demonstrative
      b) partitive--special rules and de alone

   4) Negatives

   5) Adverbs--formation and position

D. French Culture
   Special readings and projects in French civilization as well as the daily class work to further develop an understanding of French culture. Continued study of linguistic habits to develop an awarenss of cultural differences.

V. Methods
   A. Initial presentation of all material orally in French.

   B. Choral and individual repetition.

   C. Additional practice with tapes related to the text-- class and individual.

   D. Written work from the text after the material has been drilled orally.

   E. Reading passages from text plus supplementary readings.

   F. Cultural passages from text and from supplementary cultural reader and special projects.

   G. Presentation of puppet shows to develop good habits of pronunciation and entonation.

   H. Continued stress on oral-aural skills.

   I. Evaluation of all skills--through daily quizzes, unit tests, and taped tests.

   J. Provisions for individual differences:
      1) Special help during independent study time.

French--First Year (French I and II)--High School

I. Objectives:

A. To develop the student's ability to understand, read and write French within the limits of his knowledge of vocabulary, grammar, structure and pronunciation. The student should be trained to do this without conscious reference to English and in culturally acceptable forms.

B. To bagin a simple program of reading and writing relevant to the student's level of attainment and interest.

C. To learn something of the history and culture of France so as to understand its contributions to civilization in the past and its role in the world today.

D. To provide a direct experience with a different culture and another people's way of life.

Description of Course:

II. Time Allotment:

52 minutes, 5 times a week, which includes two 25 minute lab periods. Each student is also required to do a minimim of 25 minutes of individual practice each week.

III. Materials:

A. Text--French I
O'Brien, LaFrance, Brachfeld and Churchill, Ginn, 1965
(with accompanying tapes, aud. tests)

B. Films--French Intonation

C. Filmstrips and accompanying tapes--
Audio-visual Language Series-Set 1-Berlitz-Pathescope

D. Overhead projector and transparencies

E. Slides

F. Flannelboard and flash cards

G. Games and songs (folk and modern)

IV. Course of Study:

A. Pronunciation and Intonation
1. All vowel sounds with stress on French u, mute e and nasal sounds.
2. Consonants and semi-consonants with stress on r & l.
3. Rules of stress and intonation.
4. Obligatory linking.

B. Vocabulary
1. Areas of student interest
a) Greetings
b) Classroom
c) Colors
d) Numbers
e) Dates
f) Telling Time
g) Seasons
h) Clothing
i) Weather
j) Age
k) Family
l) Foods

2. Idiomatic constructions
a) avoir besoin de, avoir l'occasion de, avoir le temps, avoir froid, chaud, raison, tort, faim, soif, peur

b) faire: faire beau, mauvais, froid, chaud, du soleil

c) venir de
d) aller--aller bien, mal--Ca va.
e) Negatives

3. Distinctions in meaning, use or structure:

a) savoir and connaître
b) partir, quitter and laisser
c) tard and en retard
d) parce que and a cause de
e) C'est le mien. Il est à moi.
f) Cõmme _____! Que _____!

C. Grammatical Structures:
1. Verbs
a) Tenses
1. present
2. passé composé
3. imperfect
4. future

b) Imperative

c) Formation of negative and interrogative

d) Special tense uses
1. p.c. and imperfect
2. future

e) Agreement of past participles
1. auxiliary avoir
2. auxiliary être

f) Orthographic verbs

g) Pronomial verbs

h) Irregular verbs: (avoir, être, faire, dire, mettre, prendre, aller, sortir, partir, dormir, boire, pouvoir, vouloir, s'asseoir, venir, lire, ecrire, devoir, savoir, connaître: recevoir, envoyer)

2. Articles

a) Definite (contractions)

b) Indefinite

c) Partitive (de alone)

3. Adjectives

a) Position and agreement

b) Interrogative

c) Possessive

d) Demonstrative

e) Exclamatory

4. Pronouns

a) Personal

1. subject
2. direct and indirect
3. emphatic

V. Methods:

1. Initial presentation of all material orally in French. Use of target language in daily classroom activities.
2. Choral and individual repetition.
3. Subsequent pattern drills.
4. Additional practice with tapes related to the text--both in class and in the language laboratory.
5. Dictations and oral comprehension drills.
6. Written work from the text only, after the material has been drilled orally.
7. Reading selections from the text plus supplementary readings with provisions for individual interests and ability.
8. Cultural passages from the text and special projects.
9. Adjustment to individual differences-projects, readings, special help, skits, advancement
10. Evaluation through daily class and laboratory work, quizzes, unit tests and final exams. Aural test is an important phase of all evaluation.
11. Stress in first year on oral-aural skills.

2) Additional listening practice with tapes and records.
3) Projects
4) Dramatizations

FRENCH -- SECOND YEAR (FRENCH III AND IV) -- HIGH SCHOOL

I. Objectives:

1. To expand the student's reading and writing skills to enable him to read selections geared to his increasing knowledge of vocabulary and structure and to enable him to write using familiar materials and constructions.

2. To give the student increasing practice in comprehending more extensive oral expressions and to encourage free expression outside the realm of pattern drills.

3. To acquaint students with some aspects of the French holidays and some regions of France through use of films and reading materials.

4. To pursue those specific content and behavioral objectives stated in the state curriculum guide.

II. Time:

Five periods of 52 minutes, which includes two 25 minute periods in the lab.
One 20-25 minute period per week of individual practice in the lab.

III. Materials:

A. Grammar, Syntax, Idioms
French 2 - O'brien, laFrance & Brachfeld, 1966, Ginn & Co.
Tapes and typed lessons accompanying tapes are available for each lesson.

B. Reading, Literature
1. Arsene Lupin (As many episodes as time allows)
Maurice Leblanc - Ginn & Co., 1938.
2. Dialogs & readings from text.
3. Film Scripts
4. Aspects De France: Livre Civilization

C. Civilization, Culture

Films

Group A. - 1. Chez Nous
2. Journee Au Lycee
3. Pique-Nique
4. 14 Juillet
5. Aujourd'hui Nous visitons Paris

In these films a young French boy introduces us to various aspects of school and family life and to some French customs and holidays. There are scripts to accompany each film.

Group B. - 1. Paris à Mon Coeur
2. Bretagne, Pays de la Mer
3. Le Haut de Cagne
4. Le Mont Saint-Michel
5. Les Baux de Provence

In these films the student is introduced to some outstanding landmarks of France. The book, Aspects De France, accompanies these films, along with tapes and filmstrips.

IV. Course of Study

A. Grammar & Syntax

1. Verbs-Formation
   a. Review of future
   b. Introduction to conditionnel
   c. Compound Tenses
      1) Review of Passe Compose
      2) Introduction to Plus-que-Parfait
      3) Introduction to Futur Anterieur
      4) Introduction to Conditionnel passe
   d. Review of Imperative
   e. Passe Simple - Formation
   f. Review of pronominal verbs
   g. Spelling-changing verbs:
      1) verbs in per -cer
      2) acheter, se lever, mener
      3) appeler, jeter
      4) esperer, repeter
      5) y -employer, essuyer
      6) y -essayer, payer

2. Irregular verbs - all tenses learned

mettre, prendre	avoir
dire, faire	être
aller, venir	s'en aller
connaitre, savoir	
pouvoir, vouloir	
recevoir, devoir	
voir, envoyer	
conduire, suivre	
ecrire, lire	
craindre	
falloir, pleuvoir	
croire, ouvrir	
courir, vivre	
mourir, maître	
rire, sentir	

3. Usage of verbs
   a. Subjunctive - past & present
      1) with verbs of willing & wishing
      2) with impersonal expressions
      3) versus infinitive
         a) infinitive with verbs of willing, wishing
         b) infinitive with verbs of impersonal expression
      4) with verbs & expressions of doubt
   b. Verbs followed directly by complementary infinitive, by "a" or "de" plus infinitive

c. Verbs introduced by other prepositions
d. Verbs used reflexively & nonreflexively
e. Passive voice
f. Indicative with verbs & expressions of probability
g. Infinitive after verbs & expressions of doubt
h. Present participle
i. Passé Composé
    1) with entre
    2) contrasted with imperfect
    3) and passé simple
    4) with pronominal verbs

4. Review of Demonstrative adjectives - ci & la
5. Review of Demonstrative pronoun ce
6. C'est versus il est
7. Review of Demonstrative pronouns celui, celle, etc.
8. Use of future & future perfect tense with quand, lorsque, des que, aussitot que
9. Use of present with depuis, depuis quand
10. Review of possessive pronouns (plus possession with a emphatic pronouns)
11. Adjectives & Adverbs
    a. Comparative & superlative of adjectives & adverbs
    b. Placement of adjectivas (comparative & superlative)
    c. Irregular adjectives & adverbs: bon, bien, bel nouvel, vieil
12. Agreement of past participle with preceding direct object.
13. Conditional sentences with si
14. En, a, de with geographical nouns
15. Pronouns
    a. Relative pronouns - qui & que
    b. qui & lequel as objects of a preposition
    c. dont
    d. ce qui, ce que, ce dont
    e. ou, as relative pronoun of time & place
    f. emphatic with de, & to show stress
    g. object pronouns - position of one object
    h. uses of y and en
16. Numbers - cardinal, collective, plus de, moins de with numbers.
17. Negative expressions
18. Adverbs & nouns of quantity
19. Use of definite article with parts of body
20. Use of c'est _____ qui; ce sont _____ qui
21. Formation of adverbs of manner with -ment.

B. Reading

1. Dialogs (every other lesson)
2. Excerpts from famous selections - every other lesson
3. Film scripts & Aspects de France
4. Arsène Lupin

C. Vocabulary

1. Based on dialogs in text
2. Films & filmscripts
3. Arsene Lupin

D. Word Study

1. Synonymes
2. Antonyms
3. Definitions (in French)
4. Distinctions - words likely to be confused

E. Oral Practice

1. Language Laboratory
2. Individual lab work encouraged to be done in pupils' free time
3. Free conversation based on everyday experiences
4. Questions and answers based on readings and films
5. Use of idioms - time, dates, avoir expressions, etc.
6. Dictations

IV. Procedures

A. Techniques

1. Grammar

a. Explanation (inductively or diductively - whichever is more feasible)
b. Practice given immediately on new material
c. Keep in oral and/or written
d. New material reviewed next day - homework corrected- orally or/and at board.
e. Above material reinforced by lab drill-

2. Reading

a. Portion assigned for homework with accompanying exercises in target language.
b. Discussion of text-in target language.
c. Assigned passages may be read orally by students and/or teacher passages may be acted out by pupils.
d. Teacher may read new passages to class.

3. Films

a. Film script studied as reading assignment.
b. Film shown next day, contents discussed.
c. Film shown again (or Film strips) - without sound. Pupils "fill"in.

B. Tests & Drills

1. Vocabulary quizzes
2. Grammar quizzes
3. Verb quizzes
4. Dictations
5. Reading quizzes
6. Unit exams
7. Auditory quizzes - oral & written
8. Quizzes on reading content - oral, completion, true-false
9. Quizzes on film
10. Pattern drills
11. Standardized tests
12. Chain drills

C. Provisions for Individual Differences

1. Weak students receive special help from teacher or from capable pupils in advanced classes. Extra lab work is encouraged.

2. Talented or ambitious students are encouraged to do extra reading (as many books as they wish with teacher's supervision) and may hand in written reports in French (or English) or discuss the book orally with teacher in free time. A group of pupils may write dialogs for presentation to class. Individual compositions sometimes appeal to those who like to write. Extra lab work is encouraged.

3. Many "in-between" students request extra reading and simpler books are assigned to them so that they may read with a sense of accomplishment.

French--Third Year (French V and VI)--High School

I Objectives

A. To refine the student's knowledge and application of the language itself in both oral-aural and reading-writing situations

B. To provide a brief overview of the civilization and culture of the French, accenting their contributions to western civilization, including exposure to some aspects of contemporary France.

C. To introduce the student to some elements of French literature at the same time in which he is increasing his vocabulary and reading skills

D. To give sufficient practice to the student so that the specific skill, content, and behavioral objectives of the State Curriculum Guide, (FRENCH), 1968 will be achieved.

II Time

A. Five class periods per week, 52 minutes each

B. At least one-half class period per week to be spent in the language laboratory

C. An additional 20-25 minute period per week, outside of class, to be spent in the language laboratory on an individual basis, aimed at the special needs of the individual student: 1) listening comprehension 2) pattern practice in either grammar or question and answer techniques related to the reading assignments or 3) pronunciation and intonation practice

III Materials:

A. Grammar, Syntax, Idioms

1. Blume, Review Text in French, three years, Amsco
2. O'Brien, LaFrance, Brachfeld, Advanced French, Ginn(grammar lessons only; tapes and typed lessons accompanying tapes only are available to reinforce lessons from Blume)
3. Grammar Dictation Library, selections recorded and/or taped

B. Civilization, Culture

1. Cadoux, Voici la France, Oxford

2. O'Brien, LaFrance, French II, "Les Apercus"--Ginn (tapes, scripts)

3. Aspects, de France, Modern Learning Aids, (Films tapes, filmstrips, and texts)

C. Reading, Literature

1. Langellier, Lectures pour Conversation, American Book Company

2. Daudet, Lettres de Mon Moulin, D.C. Heath

3. Merimee, Colomba, D.C. Heath

4. Loti, Pecheur d'Islande, D.C. Heath (If time allows)

5. A variety of selected short stories, tapes and/or records as well as scripts available in the library (See A.V. Guide)

D. Pronunciation and Intonation
Jeanne Harney Pleasants--Pronunciation and Intonation: scripts and tapes

IV Course of Study

A. Grammar and Syntax

1. The Verb

a. Review of the following forms and uses (regular and irregular)

1) present indicative

2) imperatives

3) passé composé

4) imparfait

5) futur

6) conditionnel

7) present and past subjunctive

8) pronominal verbs

9) spelling changes required in some "er" verbs

b. Presentation and practice of these forms

1) passé simple

2) compound tenses: plus-que-parfait, futur antérieur, passé du conditionnel, passé antérieur

3) Participles, past and present

4) infinitives and their varied uses

5) imperfect and pluperfect subjunctive (reading purposes only)

6) passive

2. Special uses of definite and indefinite articles

3. Plurals and feminine forms of nouns and adjectives

4. Positions of adjectives

5. Geographical expressions

6. Specialized uses of "de"

7. Relative pronouns

8. Interrogatives--adjectives and pronouns

9. Negative expressions

10. Indefinite adjectives and pronouns

II Culture and Civilization

A. France in the Modern World

1. Influences in America

2. Influences in other areas of the world

3. Geography

4. Industries

5. Government

6. Language

B. The Cultural Heritage of France

1. Overview of the history of France

2. Overview of the literary contributions of France

3. Overview of scientific contributions

4. Overview of artistic and musical contributions

C. Reading

1. Stories in Lectures pour Conversation, part I, to be used to stimulate conversation and growth in vocabulary recognition and use as well as to become acquainted with techniques of reading.

2. Literary objectives to be pursued in the following readings:

a. Lectures pour Conversation, part II

b. Merimee, Colomba

c. Daudet, Lettres de Mon Moulin

d. Loti, Pêcheur d'Islande (May be omitted if time is short)

e. Selected short stories, as time permits

V Methods and Procedures

A. Grammar and Syntax

1. Oral presentation and drill--classroom and laboratory

2. Written practice:

a. Exercises, prepared and impromptu at board or seats

b. Sentence variations

c. Dictations

d. Keeping of a daily journal

e. Occasional translations, primarily fro testing purposes

B. Cultural materials

1. Reading assignments

2. Informal oral talks--in French-at least three times each grading period per student

3. Oral question and answer discussions

4. Occasional use of student discussion leaders

C. Reading

1. Reading assignments

2. Listening to such materials in the laboratory for reinforcement

3. Discussion of materials, (question and answers) initiated by teacher and/or students

4. Frequent quizzes--Content, vocab., idioms, analysis, etc.

5. Manipulation of vocabulary and idioms, both orally and in written exercises

D. General Procedures

1. French only used as the language of the classroom

2. Teacher only may use English if needed, for purposes of clarification, at the beginning or end of the hour

3. Assignments generally made on a weekly basis so that students

may allot their time more conveniently

4. Students' final grades are based on all of the four skills--reading, writing, listening, and speaking.

5. A specific count is kept on the number of times each student participates orally during a class period (by the teacher) so that an objective record of the student's oral participation is kept.

6. At least 1/3 of the student's grade depends on that oral participation--a grade is given on quantity and a subjective grade on quality. Other oral grades are also considered. (Lab, talks)

7. Each student is required to do a minimum of three informal talks during each grading period plus an exam speech at the end of each semester.

8. A dictation or an aural comprehension test is to be given approximately once a week.

9. Provision for Individual Differences
   a) Separate groupings within the class for reading and discussion
   b) Laboratory assignments fitted to the individual student's needs (See Part II, C)
   c) Individual help as needed in private conferences or in small group conferences
   d) Use of FTA tutors where called for
   e) Varied reading materials
   f) Extra reading for students who can complete the grammar more quickly than others: the reading may be in either literary or cultural directions, depending on the bent of the student
   g) IMC--filmstrip, tape combination programs

VI Evaluation

A. All four skills are frequently tested

1. Reading--discussion questions (orally) content quizzes, vocab. and idiom quizzes, laboratory comprehension of materials read

2. Grammar--oral quizzes, dictations, written tests, completion, changing of a given form to the proper form, modification of sentences, translation--from English to French and vice versa

3. Culture--speeches, written identifications, taking notes from a lecture (aural comprehension), oral responses to a visual stimulus (film strips, primarily)

B. Types of Tests

1. Oral Tests--individual questions, laboratory questions, aural comprehension tests on both known and unknown materials

2. Written tests--many quizzes;content, vocabulary, idioms
Unit tests, Dictations, Written summaries in French

3. Samples (attached)

FRENCH VII AND VIII (FOURTH YEAR FRENCH)

I. Objectives

A. To continue to develop the student's language skills by maintaining and adding to his command of ordinary, non-technical oral and written forms.
B. To help the student develop and appreciation of French as a worthy medium of communication of literary, artistic and intellectural ideas in all earas, including the twentieth century.
C. To increase the student's ability to read significant literary and cultural materials with relative ease.
D. To further develop the student's ability to understnad a native French speaker in a sustained, ordinary conversation.
E. To help the student achieve all the behavioral and content objectives as they are specifically stated in the State Curriculum Guide on French, Level IV, in the four year sequence.

II. Time

A. Class: five fifty-two minute periods per week
B. Out of class: some preparation time required for every class period; obviously this varies with the needs and interests of the student and may take varying amounts of time in the language laboratory, the library, the IMC, the language resource center, study hall, or at home.

III. Materials

A. Balzac: Le Pere Goriot, 2 volumes, Classiques Larousse
B. Blume, French in Review, Three Years (Amsco retained as a reference from third year studies)
C. Camus, L'Etranger, Livre de Piche Universite
D. Corneille, Le Cid, Nouveaux Classiques Larousse recorded selections, La Comedie Francaise
E. Moliere, Le Bourgeois Gentilhomme, Nouveaux Classiques Larousse recorded selections, La Comedie Francaise
F. O'Brien, LaFrance, Brachfeld, Advanced French, Ginn (literary selections and recordings only)
G. Phyllides, French Review Exercises, III and IV; Educators' Pulbishing Service
H. Voltaire, Candide, Classiques Larousse
I. St. Exupery, Le Petit Prince, recorded selections
J. Pleasants, Intonation and Pronunciation, recordings
K. Leon and Leon, Exercises in Pronunciation and Intonation, recordings
L. Selections from the Treasury of French Poose records, all foru volumes
M. Various typed and taped materials which are indicated in the course of study
N. Films, fimlstrips such as Riflets de la Vie Intellestuelle

IV. Course of Study
(This is arranged in chronological order for convenience only; the order may be varied and rearranged as is appropriate to a particular group.)

A. Twentieth Century
1. Saint-Exupery, Le Peiti Prince--reading and taped selections
2. Prevert: selected poems
3. Camus: L'Etranger (complete), plus selections from La Peste
4. Gide, L'Enfant Prodigue, selection
5. Robbe-Grillet, "La Plage"

B. Middle Ages
   1. La Chanson de Roland, selections
   2. Villon, "Ballade de Pendus"
C. Renaissance
   1. Montaigne: "De l'Education"--selection
   2. Ronsard: selected poems -- Ode a Cassandre; Sur la Mort de Marie; Elegie, Quand vous serez bien vieille
   3. Du Bellay: "L'Idee"
   4. Rabelais: "De l'Enfance de Pantagruel"
D. Seventeenth Century
   1. Corneille: Le Cid (complete)
   2. La Fontaine: selected fables (La Laitiere it le pot au lait: Les Animaux Malades de la peste-more if time)
   3. Pascal: "Les Deux Infinis"
   4. Moliere: Le Bourgeois Gentilhomme
   5. Racine: Phedre, one short selection (Act I Monologue)
E. Eighteenth Century
   1. Voltaire: Candide
      Zadig, one selection
   2. Montesquieu, selections (if time permits)
   3. Rousseau, selections (Discours sur l'inegalite)
F. Nineteenth Century
   1. Romanticism
      a. Chateaubriand, selections
      b. Lamartine, "Le Lac"
      c. Victor Hugo, selections
   2. Romantic Realism
      a. Stendhal: two selections from Le Rouge et le Noir
      b. Flaubert: Madame Bovary, one selection
      c. Balzac: Le Pere Goriot
G. Grammar, Vocabulary, structure
   1. Review and application in all areas
   2. Special emphasis and development in these areas
      a. Verb sequences
      b. Verb formations and agreements
      c. Stylistic effects, particularly of verb tenses
      d. Synonyms, antonyms, difinitions (in French)
      e. Idioms
      f. Progression from the coloquial spoken and written forms to the more formal, literary uses
      g. Appreciation of differences in levels of usage and their connotation

Pronunciation -- largely review and remedial, as needed

VI. Methods and procedures
   A. French is the exclusive language of the classroom
   B. Intensive reading of basic materials
   C. Extensive classroom discussion of reading assignments (at least three days per week) (Teacher keeps accurate count -- as in theird year -- of actual classroom participation)
      1. content 3. vocabulary, syntax 5. question and answers
      2. analysis 4. student oral summaries
   D. Breaking class into several small discussion groups on occasion to make possible greater participation and coverage
   E. Use of student discussion leader(s) for the entire class on occasion
   F. Panel reports
   G. Extensive reading--based on individual student desire and interest-- culture, novel, drama, short story, politics, -- to be followed with either-
   H. Lectures -- by teacher and also on tape

I. Laboratory comprehension exercises
J. Laboratory Pronunciation drills
K. At least one written assignment of some type per week:
   1. Answers to specific questions: content, analysis, interpretation, opinion
   2. Imitative paragraphs or themes (relating to style and stylistics)
   3. Midification of given paragraphs into other verb tenses
   4. Grammar exercises-which give practice and develop control of certain unusual structures
L. At least three informal talks per student per grading period
M. One research or formal talk at the end of each semester
N. Individual Differences
   1. Modified reading programs in both intensive and extensive areas, as appropriate to a given student
   2. Remedial or enrichment language laboratory assignments
      a. grammar
      b. dictation
      c. listening comprehension
      d. pronunciation, intonation
      e. vacabulary and idioms
      f. question and answers relating to the reading
      g. relistening to classroom lectures
   3. Modified written assignments or requirements
   4. IMC - enrichment & remedial filmstrip, tape programs

VII. Evaluation Methods
A. Oral
   1. Individual responses to content, vocab., interp questions
   2. Laboratory responses on a question or answer tape
   3. Oral explanations in class (or summaries)
   4. Oral participation, both quantity and quality
B. Written
   1. Quizzes-content, vocab. and idioms, syntax, ideas, opinion, grammar
   2. Dictation
   3. Translation from French to English, used only rarely as a testing, never a class procedure
   4. Unit Tests (see attached samples)
   5. Paper-short and long; assigned and impromptu
C. Listening Comprhension Tests
D. Speaking
   1. Quality of classroom responses
   2. Talks
   3. Testing on responses to visual stimuli; pictures, filmstrips, transparencies, bulletin boards (or to current events)

FIFTH YEAR FRENCH, ADVANCED PLACEMENT--FRENCH IX AND X

I. Objectives

"The primary objective of the course is the development and application of a discriminatory appriciation of the French language and some of its literary expressions. This appreciations includes the following:

A. Proficiency in the fundamental language skills to a degree that enables the student
   1. To understand what an educated native speaker of French is saying when he speaks at a normal speed and at some length on a subject of a nonspecialized nature
   2. To read with comprehension at sight, prose and verse passages of moderate difficulty and mature content
   3. To express in speech and in writing, mature reactions, opinions, and sound critical judgments phrases in correct contemporary French

B. A knowledge of selected major works representative of the principal genres and major trends and periods in French literature. This knowledge should include an understanding of events in the life of the author or in the period on which lived or about which he wrote to the extent that is essential to the comprehension of the work involved. Students are not expected to have an extensive knowledge of literary history, nor should the course in any way be understood to be a general survey of French literature."*

*These objectives are taken directly from the Advanced Placement Board's prospectus for French.

II. Time

A. Class time -- three 52 minute periods per week
B. Homework time -- will vary with the student; but the amount of reading and writing assigned should probably require a minimum of two hours (or more) for each hour of classroom work.
C. The time schedule is arranged this way so that students may spend more time reading in depth and also that the other two hours of the class "week" may, as needed, be used for individual conference time.

III. Materials

A. Baudelaire: Les Fleurs du Mal, Classiques Larousse
B. Camus: L'Etranger, Livre de Poche, Universite
C. Beckett: En Attendant Godot, Macmillan
D. Flaubert: Madame Bovary, Dell, Laurel Library edition
E. Giraudoux: La Guerre de Troie n'aura pas lieu, Classiques Larousse
F. Hugo: Les Contemplations, Classiques Larousse
G. Moliere: Le Misanthrope, Nouveaux Classiques Larousse, Recording, selections, Comedie Francaise
H. Prevost: Manon Lescaut, Classiques Larousse
I. Proust: Du Cote de chez Swann, "Combray", Classiques Larousse
J. Racine: Andromaque, Nouveaux Classiques Larousse, Recordings, selections, Comedie Francaise
K. Sartre: Les Mouches, Livre de Poche
L. Plus selected materials, typed , as listed in the course of study listed below

IV. Course of Study

Villon: selections

Au temps de ma jeunesse folle
Mort calcule sans exception
Ballade des dames du temps jadis
Ballade a Notre Dame a la requete de sa m

	Rabelais:	Pantagruel, (Selections)
	Molière:	Le Misanthrope (Complete)
	Racine:	Andromaque (Complete)
	Pascal: selected Pensées	L'Esprit de geometrie et l'esprit de finesse Les Puissances trompeuses l'Imagination L'Amour propre Le Pari Le Coeur et la Raison
	Rousseau:	Discours sur les sciences et les arts
*	Giraudoux	La Guerre de Troie n'aura pas lieu (compl
*	Beckett:	En Attendant Godot (complete)
	Vigny: selections Les Destinees	Micise Le Cor Les Destinees La Maison du Berger La Mort du Loup Le Mont des Oliviers
	Hugo: selections, Les Contemplations	La vie aux champs Elle etait déchaussée Elle avait pris ce pli Melancolia Demain dès l'aube A villequier Mere Paroles sur la dune De qui dit la bouche d'ombre A celle qui est restée en France
	Baudelaire, Les Fleurs du Mal selections	Préface au lecteur L'Albatros Elévation Correspondances La Vie Antérieure Hymne à la beauté Une charogne Invitation au voyage La cloche fêlée Spleen (Quand le ciel...) Le Voyage Recueillement
	Flaubert:	Madame Bovary (complete)
	Camus:	L'Etranger (Complete-in 1988-89 only)
*	Proust:	Du Cote de Chez Swann, "Combray"
	Sartre:	Les Mouches (complete)

* Brief selections from Michaux, Prevert, Superuielle, Eluard, Apollinaire

* Starred items are not required by the advanced placement board and are included as time allows; also, when selected poems are listed, it should be understood that this is the minimum requirement and that usually more than these are included in our study.

V. Methods and Procedures

A. Intensive reading in required materials
B. Extensive reading in materials required for first semester research paper to be based on the works (not criticism) of some writer from the late 19th or from the 20th centuries
C. Collateral reading in critiques such as
   1. Castex and Surer, Survey of Literature from Moyen Age through 20th century
   2. Lagarde et Michard, French Literature, Moyen Age-20century
   3. Lanson et Tuffrau, Manuel de la Litterature Francaise
   4. Durant, Story of Civilization, appropriate volumes
   5. A wide variety of other sources are available in the classroom, library
D. Seminar discussions in the classroom reports on various phases of the work under study by assigned students both individual and panel reports, centering on
   1. Analysis of ideas
   2. Relation of work to the whole of the works studied
   3. Criticism-style, content, philosophy
   4. Significance in terms of contemporary thinking and life
E. French is the exclusive language of the classroom and the conference session
F. Lectures, in French, on the part of the teacher
G. Listening to tapes of literary selections and of commentaries (See Audio-Visual catalogue for available materials)
H. "Reading should include both intensive classwork and extensive reading outside of class. It is recommend that part of the student's preparation include frequent question and answer periods, listening comprehension practice, oral content quizzes, and oral and written discussions based on analysis of the situations, emotions, ideas, and implications found in the works. The student should also master the basic terms and techniques of literary analysis of both prose and verse." (Quoted from the Advanced Placement program prospectus in French)/ These techniques are all utilized in the present course, with the aid of the typical "explication de texte" every student being required to a minimum of two oral explications and two written explications during the course of the year.

VI. Evaluation Methods
A. Oral reports-individual and panel
B. Unit tests
   1. content 2. analysis 3. translations 4. "take home" questions
C. Analyses style, form, content
D. Written and oral quizzes
E. Listening comprehension tests
F. Research paper based on extensive reading in a given author's works
G. Critical and/or opinion papers
H. Summaries of collateral, bibliographical, critical materials.